The Faculty Senate was called to order by Chair, Greg Hooks, on Thursday, November 2, 1995, in FSHN, T101, at 3:40 p.m. Fifty (50) members were present and thirty-two (32) members were absent. There were eight (8) non-voting members present. (See attached attendance sheet)

Minutes of October 19, 1995 were approved as circulated.

Announcements (Information Items).

1. Faculty Senate officers and administrators met in a joint meeting on October 24, 1995.

2. Response from Provost George for Faculty Senate Actions taken September 28, 1995, are in Exhibit B as follows.

October 12, 1995
TO: Faculty Senate
FROM: Tom George
RE: Faculty Senate Actions, September 28, 1995

The actions taken by the Faculty Senate at its meeting of September 28, 1995 are noted as follows:

1. The recommendation from the Graduate Studies Committee approved by the Faculty Senate to drop the degrees Master of Adult and Youth Education and Master of Arts in Child, Consumer and Family Studies was approved by the Board of Regents. These degrees have been replaced by the Master of Arts degree in Human Development.

2. The recommendation from the Graduate Studies Committee approved by the Faculty Senate to drop the MS degree in Nutrition will be submitted to the Board of Regents for approval. Since the establishment of a Master’s degree program in Human Nutrition in 1991, the MS in Nutrition offered through the interdisciplinary graduate Program in Nutrition is no longer needed.

3. The recommendation from the Graduate Studies Committee approved by the Faculty Senate to discontinue the Ph.D. program in Zoophysiology and eliminate the degree will be submitted to the Board of Regents for approval.

4. The recommendation from the Graduate Studies Committee approved by the Faculty Senate to establish a MS/Ph.D. option in Statistics is approved.

cc: Samuel H. Smith Sallie A. Giffen Thomas L. “Les” Purce
      Sally P. Savage Geoffrey L. Gamble K. J. “Gus” Kravas
      Robert V. Smith Ernestine Madison Richard L. Hutchinson
      Monty Nielsen James J. Zuiches Leon J. Radziemski
      A. Gale Sullenberger Michael Jacroux

* * * * *
The Teaching Portfolio and the Research and Service/Outreach Missions of Washington State University by Provost George is in Exhibit C and is as follows:

**The Teaching Portfolio and the Research and Service/Outreach Missions of Washington State University**

By

Thomas F. George

Provost

The Teaching Portfolio at Washington State University (WSU) has generated considerable attention. The Portfolio represents a renewed commitment to teaching, student learning and faculty development. The Teaching Portfolio is now required of each member of the teaching faculty considered for tenure and/or promotion, underscoring the significance of the centrality of this effort.

The Teaching Portfolio supports the tripartite mission of teaching/learning, research and service/outreach of a major research land-grant university. Indeed, it is the maturity and strength of our research and service/outreach programs that allow for a renewed effort in teaching and learning. The adoption of the Teaching Portfolio does not reduce the importance of research and service/outreach at WSU. Rather, it nurtures and reinforces these components of the overall mission as they in turn enrich teaching and learning. As seen in item #7 under Section B (Responsibilities) of the Outline of a Teaching Portfolio, faculty are urged to document within the Portfolio how their research enhances teaching and learning, and in turn how their teaching enhances research.

More examples of the synergistic reinforcement of teaching and research must be communicated within and outside the university. Each faculty member is advised to let students at all levels know about his/her cutting-edge research and how it influences course syllabi.

The special environment for teaching and learning provided by a land-grant university committed to research and service/outreach must be emphasized to all stakeholders of the university, and the Teaching Portfolio offers an opportunity to encourage such emphasis. Thus, use of the Teaching Portfolio at WSU not only affirms our commitment to teaching and learning, but offers a means to emphasize WSU’s tripartite mission, wherein research and service/outreach continue to be important as ever at WSU and to our students and the citizens of the state of Washington.

* * * * *

4. Faculty Senate Standing Committees reported committee consideration on the following issues (agenda and previously reported items not included) at the October 26, 1995, Steering Committee meeting:

**Faculty Affairs Committee:** Wording in the *Faculty Manual* related to removal of faculty for physical or mental disabilities.
Academic Affairs Committee: Proposal from Hotel and Restaurant for a program in Switzerland.

Research and Arts Committee: Policy for Review of Institutes, Centers and Laboratories.

Extended University Affairs Committee: The Committee has invited Vice President Les Purce to discuss Learning Centers.

Announcements (Reports).

1. Remarks by the Chair.--G. Hooks

Hooks called Senators attention to Information Item 3 from Provost George. It deals with the issue of research in the Teaching Portfolio.

2. Report from Legislative Representatives.--C. Clark, P. Chevalier

Clark introduced Representative Larry Sheahan, a WSU graduate and a lawyer from Rosalia. He is currently serving his second term as the representative from the 9th district. The 9th district is a large district that not only includes WSU but also Eastern Washington University and a community college. Clark stated that Sheahan is important to WSU because he serves on key committees that concern higher education. Sheahan is on the Higher Education, Appropriations, and Rules Committees and he chairs a Law and Justice Committee. Clark stated that Sheahan also plays a key role in the Republican House Leadership Group.

3. Report from Representative Larry Sheahan.

Sheahan stated that Governor Lowry has put together a task force to talk about funding issues in the future for higher education. He stated that it is a key time for the state. Sheahan talked about political strategies to use in talking to legislators and the general public on the importance of higher education. Legislators that have 4 year institutions in their district are not hard to sell on the importance of higher education. The problem lies in districts that do not have higher education institutions in them. Those legislators need to be educated on the importance of higher education. Sheahan stated that the percentage of the state budget that goes to higher education has decreased by significant amounts in the last 15-20 years. In the late 70’s 20% of the general fund budget of the state went to higher education, today only about 11% goes for higher education. In the early 80’s, during bad economic times, enrollments were capped in the state. Those resources that would normally go to higher education have been diverted to other purposes. For the most part, people around the state support higher education but there are some misconceptions about what goes on and what is important. Sheahan stated that a recent poll showed that most people in this state feel there will be a place in higher education for their child to attend when it is time. The babyboom echo is about to hit and unless something is done there will be no place in higher education for them. That is an issue the public doesn’t understand. The issue of access can be used in the political arena to help focus the attention of legislators and the general public on higher education. When approaching a legislator, it is important to point out that many of their
constituents have young people about ready for college. These people will be upset when their young person graduates from high school and they find out they can't get into a college. As the public is educated they will put pressure on their legislators because people want a good institution for their kids to attend. Sheahan stated that as faculty contact legislators in this state access is the issue that should be discussed first. If salaries or quality are pushed before access legislators will not listen. Once you have their attention on the access issue then you can discuss quality and the importance of competitive salaries to retain good faculty. One problem with 601 in place is the state is limited on the amount of money it can spend. Because of 601 all other groups in the state such as DSHS and Corrections compete with higher education for the same dollars. One untapped area is alumni participation. There are graduates of WSU in almost every legislative district in the state. A lot of these alumni are key leaders in the community and they have supported the legislators who have been elected. WSU needs to take advantage of these people and have them speak on behalf of WSU to their legislators and state the case of higher education. Sheahan stated that technology is not the total answer. Access is the hook to getting the attention of the legislators and the public.

Additions or Changes to the Agenda.

It was moved to withdraw Action Item 3 and move Discussion Item 2 to Action Item 9.

Motion carried.

The agenda as amended was approved.

Agenda Items (Action Items).

1. Recommendation from Research and Arts Committee for a “Name change from Human Relations Center to the Psychology Clinic”. Exhibit E from 10/19/95 is as follows:

   September 26, 1995

   **MEMORANDUM**

   **TO:** Richard W. Crain, Jr., Faculty Senate
   **FROM:** Nancy Shrope, Research and Arts Committee
   **SUBJECT:** Human Relations Center Name Change

   On September 22, 1995 the Research and Arts Committee approved the Human Relations Center's proposal to change the unit’s name to the Psychology Clinic.

   Pc: K. Liddell H. Cross

   * * * * *

   Motion carried.

2. Recommendation from Faculty Affairs Committee for new wording on “Promotional Adjustment” in the Faculty Manual. Exhibit F from 10/19/95 agenda is as follows:
October 5, 1995

MEMORANDUM
TO: Richard W. Crain, Jr., Executive Secretary, Faculty Senate
FROM: Gus Plumb, Chair, Faculty Affairs Committee
SUBJECT: Policy on Promotional Adjustment

In response to your memorandum dated September 6, 1995, the Faculty Affairs Committee has reviewed the language related to promotional adjustments. The Committee agreed that the wording was internally inconsistent in that raises based on a percentage could not be uniform across the University. The Committee voted to submit the following change in wording to the Faculty Senate for approval.

Wording Approved by Faculty Senate on May 4, 1994

Promotional Adjustment
When faculty are promoted, their salaries will be increased by no less than four percent of annual salary, or two percent of the average WSU faculty salary, whichever is greater, starting with the effective date of the promotion. All promotional increases are to be uniform across the University. This adjustment will be made regardless of the level of funding for salary increases and will be in addition to any other adjustments made to the faculty members’ salary (merit, equity, marketplace, cost-of-living, etc.).

Recommended Change (delete the second sentence)

Promotional Adjustment
When faculty are promoted, their salaries will be increased by no less than four percent of annual salary, or two percent of the average WSU faculty salary, whichever is greater, starting with the effective date of the promotion. This adjustment will be made regardless of the level of funding for salary increases and will be in addition to any other adjustments made to the faculty members’ salary (merit, equity, marketplace, cost-of-living, etc.).

Comments

The first sentence establishes a minimum for promotional adjustments. If the change indicated above is approved, then it is possible for promotional adjustments above the minimum to be based on a percentage of the salary that is non-uniform across the University. The alternative which was discussed by the Committee was to replace the second sentence with the language which would force promotional increases which were above the minimum to be based on the same percentage of salary across the University.

****

Motion carried.

3. Recommendation from Organization and Structure Committee for a proposed Constitutional Amendment [NEW] Section 3.E.2 on Steering Committee Summer Duties. NEW EXHIBIT D is as follows:
This item was removed from the agenda due to the fact there was not two-thirds of the voting membership present.

4. Recommendation from Academic Affairs Committee for “Revision to Rule 27” Exhibit G from 10/19/95 agenda is as follows:

MEMORANDUM

TO: Richard Crain, Executive Secretary
FROM: Julia Pomerenk, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 13 October 1995
SUBJECT: Revised Rule 27, Credit Definition

At its 9 October 1995 meeting, the Academic Affairs Committee (AAC) approved revised Rule 27, Credit Definition, as attached.

A revision to Rule 27, Credit Definition, was proposed by the Faculty Senate Task Force on Academic Policies for Non-Traditional Courses and Programs, to provide a way to gauge credit hours for new courses which may be designed to be taught in a non-traditional setting, such as courses that may be developed for the Extended Degree Program. (Credit hours for course initially established within a traditional setting, and aspated to non traditional settings can be carried over to the new setting with course content and vigor equated across settings.)

During discussion, members of the AAC confirmed the ongoing need for a revision to Rule 27, as a reference for those proposing courses, those reviewing courses, and those scheduling courses.

The AAC recommends Faculty Senate review and approval of revised Rule 27, Credit Definition, to be effective fall 1996.

Encl.
Cc: M. Nielsen   J. Washburn

Current Rule 27, Definition

A credit or semester hour is ordinarily defined by the ration of component hours per week devoted to the course of study:

(a) lecture - 1 contact hour per week for each 1 hour credit (2) hours outside preparation implied),

(b) studio - 2 contact hours per week for each 1 hour credit (1 hour outside preparation implied), or

(c) laboratory - 3 contact hours per week for each 1 hour credit,

(d) independent study - 3 hours of work per week for each 1 hour credit,
(e) ensemble - 4 contact hours per week for each 1 hour credit.

The definition represents the total of a student’s time successfully employed under faculty direction or supervision. The credit/contact hour ratio is fixed; the proportion of it to be assigned to the components listed above, shall be recommended by the faculty of the department offering the course.

**Revision to Rule 27, Credit Definition**

Academic credit is a measure of the total time commitment required of a typical student in a particular course of study. For the WSU semester system one semester credit is assigned for a minimum of 45 hours of total time commitment. This time commitment includes;

1.) time spent in scheduled course activities organized by an instructor (lectures, discussions, workbooks, videotapes, laboratories, studios, fieldwork, etc.);

2.) time spent in group activities related to course requirements, and

3.) time spent in reading, studying, problem solving, writing, and other preparations for the course.

The minimum time commitment, based on a fifteen-week semester and a traditional campus setting, should follow these guidelines:

1.) lecture - one hour of lecture per week for each credit hour;

2.) laboratory - three hours of laboratory per week for each credit hour,

3.) independent study - three hours of independent work per week for each credit hour;

4.) studio - two hours of studio work per week for each credit hour;

5.) ensemble - four hours of ensemble work per week for each credit hour.

For courses to be given during a different time frame than the fifteen-week semester or in a different format than the traditional, the course proposal must clearly define how the total time commitment is determined to justify the credit hours requested for the course.

* * * * *

Motion carried.

5. Recommendation from Academic Affairs Committee for “Revision to Rule 79, Closed Week”. **Exhibit H** from 10/19/95 agenda is as follows:
MEMORANDUM

TO: Richard Crain, Executive Secretary
FROM: Julia Pomerenk, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 13 October 1995
SUBJECT: Revised Rule 79, Closed Week

At its 2 October 1995 meeting, the Academic Affairs Committee (AAC) approved revised Rule 79, Closed Week, as follows:

No examinations or quizzes - (other than laboratory examinations or make-up examinations, and make-up (quizzes) or final exams for courses offered via WHETS (Washington Higher Education Telecommunication System)) may be given during the last week of instruction.

The revision to Rule 79, Closed Week, which removes the previously inserted exception for course offered via WHETS to the closed week ban on examinations, was proposed by the Catalog Subcommittee (CSC). The CSC proposed and approved the revision to ensure that courses offered via WHETS meet for the full fifteen weeks of the semester, as do course offered in non-WHETS settings.

Prior to AAC approval, Director of WHETS Janis Hall was consulted to confirm that removing the exception for courses offered via WHETS would not complicate the scheduling of final examinations for courses offered via WHETS. Hall confirmed that the exception had not proved necessary and that the proposed revision to Rule 79 would not pose a hardship to the scheduling of final examinations for courses offered via WHETS.

The AAC recommends Faculty Senate review and approval of revised Rule 79, Closed Week, to be effective fall 1996.

Encl.
cc: M. Nielsen J. Washburn

* * * *

Motion carried.

6. Recommendation from Academic Affairs Committee for “Correspondence Task Force Recommendations”. Exhibit I from 10/19/95 agenda is as follows:

MEMORANDUM

TO: Richard Crain, Executive Secretary
FROM: Julia Pomerenk, Assistant Registrar
FOR: Academic Affairs Committee
DATE: 13 October 1995
SUBJECT: Correspondence Task Force Recommendations
At its 2 October 1995 meeting, the Academic Affairs Committee (AAC) approved the attached Correspondence Task Force Recommendations, with the revisions noted below, to change the language from advisory to compulsory:

I. Procedures for development and review of courses:
   Recommendation 4 (page 2)

   To maintain standards and ensure the academic quality of courses, a review process will be implemented should be put in place in each unit whereby an appropriate person or body reviews the unit’s correspondence offerings every three years. In cases where there are many courses, departments will might want to appoint an ad-hoc committee or ask the undergraduate studies committee or departmental curriculum committee to review the courses and make suggestions for updating and/or revising. The departmental review committee will should include faculty members with knowledge of or competence to teach in the areas of the courses under review.

II. Policies:
   Recommendation 2 (page 3):

   The grades students receive in correspondence courses will should be posted on the student’s transcript and should be figured into their grade point average.

Members of the AAC discussed the Correspondence Task Force Recommendations with Susan McLeod, Associate Dean of the College of Liberal Arts and Chair of the Correspondence Task Force and Ellen Krieger, Coordinator of Independent Study (Correspondence Courses). Members supported the recommendations, which include a mandated three-year review of correspondence courses.

The AAC recommends Faculty Senate review and approval of the attached Correspondence Task Force Recommendations, as revised, to be effective fall 1996.

cc: M Nielsen     J. Washburn

Recommendations of the Correspondence Task Force

Background:

The Correspondence Study Program at WSU began in 1919 as a cost-effective way to provide educational opportunities completely free of geographic constraints, consistent with the University’s outreach mission. Even today correspondence courses remain the most readily accessible form of distance education.

As the education needs of placebound adult students became more apparent in the early 1980’s efforts were made to increase the number of courses offered through this program. Between 1983 and 1991 available courses doubled in number to 104; enrollments increased to 2,400—an increase of 450%. At the branch campuses, students
make use of correspondence courses to help round out their programs of study; in the Fall of 1994, for example, 27% of those students taking such courses were on the branch campuses.

WSU’s new Extended Degree Program, a distance delivery degree program that uses video courses with teacher-student interaction as well as print materials, makes extensive use of correspondence courses as an option for its students. For example, in Spring 1995 there were 318 students enrolled in the Extended Degree Program, 115 of them were also taking one or more correspondence courses as part of their degree programs. The increasing popularity of correspondence courses in general, and the growth of the Extended Degree Program in particular, have prompted a re-examination of correspondence course and policies.

The Correspondence Task Force, appointed by the Vice Provost for Academic Affairs, has examined the current procedures for development and oversight of correspondence courses and the policies governing such courses. The Task Force recommendations in two areas, procedures and policies, follow:

I. Procedures for development and review of courses:

1. To ensure that correspondence courses are of the same quality and rigor as the same courses on campus, these courses will be developed by the faculty who teach them on campus, or by graduate students under the close supervision of the faculty who teach the courses.

   Rationale: Because correspondence courses have not always been thought of as part of the university’s regular academic programs, department chairs and program heads have sometimes thought of them instead as ways of giving support to graduate students. If these courses are to be the academic equivalent of the same courses we offer on campus, the faculty who teach the courses on campus should also develop correspondence courses, or should closely supervise those who develop the courses.

2. To ensure the maintaining of standards in grading courses, the person who develops the course will also grade it for at least the first semester it is offered. EUS will send out contracts on August 15 of each year for all correspondence course graders, to be signed by each grader and his or her department chair. If graders change during the year, a new contract will be sent.

   Rationale: The Task Force has discovered a number of instances in which the grader assigned to a correspondence course was not the developer of the course, nor was he or she supervised by the course developer. In one case the grading of a course was passed from graduate student to graduate student without the knowledge of either the department or Extended University Services. To ensure that the same standards and procedures apply to correspondence courses as to those on campus, the course developer should be in charge of, or should closely supervise, the grading of the course. The contracts for grading will be handled like the present contracts for courses in the Extended Degree Program, which help track course graders.
3. A team approach will be used for developing new or revising old correspondence courses. This approach will ensure that those developing the course are aware of possibilities for media other than print (e.g., videos, audio tapes) and possibilities for some interaction other than through the mail (e.g., e-mail, voice mail) are considered when developing the course.

Rationale: In 1919, when correspondence study was first instituted at WSU, the printed word and the U.S. Mail Service were the best technologies available for delivery of instruction. Now, however, other technologies are available, the very effective team approach used to develop Extended Degree Program courses will help faculty incorporate these new technologies into correspondence courses in a cost-effective manner.

4. To maintain standards and ensure the academic quality of courses, a review process should be put into place in each unit whereby an appropriate person or body reviews the unit’s correspondence offerings every three years. In cases where there are many courses, departments might want to appoint an ad-hoc committee or ask the undergraduate studies committee or departmental curriculum committee to review the courses and make suggestions for updating and/or revising. The departmental review should include faculty members with knowledge of or competence to teach in the area of the courses under review.

Rationale: Presently correspondence courses are sent to Department Chairs every three years. Often, however, a department has no regular procedure for reviewing these courses; if there are a number of them, the review gets lost amidst all the other work that Chairs and head of programs must do. An established review process in each unit would help avoid this difficulty.

II. Policies:

1. WSU degree-seeking students who are enrolled in correspondence courses will be allowed one uncontested withdrawal from such courses (this is over and above the two uncontested withdrawals allowed for new students on campus). After they have taken that one withdrawal, they will receive an incomplete or fail the course which they do not finish within 12 months of their initial enrollment in the course, in accordance with policies governing other WSU courses.

Rational: Presently, students taking correspondence courses rarely fail them. If a student does not complete the course, there is no penalty other than losing the money invested. If correspondence courses are to be part of the programs of matriculating courses, the policies regarding grades should be more in line with those governing other courses (on campus and in the Extended Degree Program). The non-directive nature of correspondence courses takes some getting used to; for this reason, we recommend that students be allowed one uncontested withdrawal from such a course. After that withdrawal, a student would receive incompletes or failures in correspondence courses, as with other WSU courses.

2. The grades students receive in correspondence courses should be posted on a student’s transcript and should be figured into their grade-point averages.
Rational: At present some students in the Extended Degree Program are prevented from graduating with honors because the grades from their correspondence courses do not “count” in their GPA’s. If we agree that our correspondence courses are of the same quality as our on-campus courses, there is no reason not to figure the grades into a student’s over-all GPA. For those students who take a number of correspondence courses (at the branch campuses or through the Extended Degree Program), the current system often gives an inaccurate impression of their records.

3. After three years, an internal review will be conducted by Extended Academic Programs as to the effects of these changes in policy and procedure and forward that report to the AAC.

Rational: To maintain the quality of a program, the program itself, as well as the courses involved, should be reviewed.

* * * * *

The effective date for the document will be January 1996 with the exception of #2 under policies which will be effective August 1996.

Motion carried.

7. Recommendation from Academic Affairs Committee for “Undergraduate Major Change Bulletin #3. Exhibit J from 10/19/95 agenda is as follows

UNDERGRADUATE MAJOR CHANGE BULLETIN NO. 3 Fall 1995

The requirements and courses listed below reflect the Undergraduate Major Curricular Changes approved by the Catalog Subcommittee since approval of the last Undergraduate Major Change Bulletin. All new and changed courses are printed in their entirety. New and dropped courses are identified under the course prefix and number. Other changes are underlined. The column to the far right indicates the date each change becomes effective.

<table>
<thead>
<tr>
<th>New</th>
<th>Course</th>
<th>Credit Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS</td>
<td>103</td>
<td></td>
<td>General Animal Science 3 Fundamental concepts of the principles and practices of animal agriculture production systems and consumer products. Credit not given for both AS 101 and 103. Credit - 1-96</td>
</tr>
<tr>
<td>AMT</td>
<td>314</td>
<td></td>
<td>Consumer Issues 3 (2-2) (3-0) Influences on acceptance or rejection of apparel/textile products; impact of socio-economic conditions, technology, public policy, and change on consumer behavior. Credit - 1-96</td>
</tr>
<tr>
<td>Bdest</td>
<td>150</td>
<td></td>
<td>Introduction to Broadcast Equipment 1 (0-3) By interview only. Orientation to broadcast equipment; audio, studio television, and field television, as applied to various functions S, F grading Credit - 1-96</td>
</tr>
</tbody>
</table>
C E 473  **Pavement Design**  3 (2-3) (3-0)  Prereq C E 215, 317; c/ in C E 322; Econ 101 or 102; Stat 360. Systems approach to managing pavements; evaluation, design, alternative design selection and characterization of pavement materials. Cooperative course taught jointly by WSU and UI (CE 475).

Cpt S new 302  **Unix System Administration**  3 (2-3) Prereq Cpt S 150. Functions and responsibilities of Unix system administrators; disks, networking, accounting and policy.

H A new 201  **Quantity Food Production**  3 Principles of menu writing, sanitation and food preparation applied to management of quantity food production and service.

NATRS 414  **Forest Sampling**  2 (1-3) Prereq Dec S 215, Stat 212 or 412; NATRS 204. Forest sampling and cruising; sampling designs and estimating techniques needed in stand management.

Span new 391  **Hispanic Film**  3 Genre, structure and style of representative fiction and nonfiction films of Spain and Latin America. Cooperative course taught by UI (FL/SP 391), open to WSU students.


General Education Requirements
The following course is approved for [S] Social Sciences status:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHS 250</td>
<td>8-95</td>
</tr>
</tbody>
</table>

* * * * *

Motion carried.

8. Recommendation from Academic Affairs Committee for “Undergraduate Major Change Bulletin #4” NEW EXHIBIT E is as follows:

**UNDERGRADUATE MAJOR CHANGE BULLETIN NO. 4** Fall 1995

The requirements and courses listed below reflect the Undergraduate Major Curricular Changes approved by the Catalog Subcommittee since approval of the last Undergraduate Major Change Bulletin. All new and changed courses are printed in their entirety. New and dropped courses are identified under the course prefix and number. Other changes are underlined. The column to the far right indicates the date each change becomes effective.

**Agribusiness**
Requirements for the Bachelor of Arts in Agribusiness changed.

<table>
<thead>
<tr>
<th>Former Requirements</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Acctg 230, 231</td>
<td>6</td>
</tr>
<tr>
<td>Acctg 300-level or Mktg 400-level Elective</td>
<td>3</td>
</tr>
<tr>
<td>Ag Electives, excluding Ag Ec</td>
<td>21</td>
</tr>
<tr>
<td>Ag Ec 201, 340, 360, 370, 430, 450, 460</td>
<td>3</td>
</tr>
</tbody>
</table>
Ag Ec 300-level Elective 3
Ag Ec 400-level Elective 3
Ag Ec 410, 411, or Dec S 340 3
Arts and Humanities [H], Intercultural Studies [I], Social Sciences [S] Electives (GER) 15
Ag Ec 335 or B Law 210; Mgt 301, Mktg 360 9
Bio S and Ph S Electives I (including 1 hour credit for lab)* 10
Communication Proficiency Elective [C] (GER) 3
Cpt S Elective 3
Dec S 215 or Stat 212 4
Econ 102, 301, 320 9
Engl 101 and 402 [W] (GER) 6
GenEd 110 and 111 [A] (GER) 6
Math 201 and 202** 6
SpCom 102, 235, 302, or 324 [C] (GER) 3

*Must include at least 3 hours in the Bio S and Ph S fields
**Must meet Mathematics Proficiency [N] (GER)

<table>
<thead>
<tr>
<th>Current Requirements</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acctg 230, 231</td>
<td>6</td>
</tr>
<tr>
<td>Acctg, Mgt, or Mktg Elective</td>
<td>3</td>
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<tr>
<td>Ag Ec Elective 1</td>
<td>3</td>
</tr>
<tr>
<td>Ag Ec 201, 210, 340, 360, 370, 430, 450, 460 2</td>
<td>24</td>
</tr>
<tr>
<td>Ag Ec 335 or B Law 21 1</td>
<td>3</td>
</tr>
<tr>
<td>Ag Ec 410, 411 or Dec S 340</td>
<td>3</td>
</tr>
<tr>
<td>Agriculture Electives, excluding Ag Ec</td>
<td>9</td>
</tr>
<tr>
<td>Arts and Humanities Elective [H] (GER) 3</td>
<td>3</td>
</tr>
<tr>
<td>Arts and Humanities or Social Science Elective [S] (GER) 3</td>
<td>3</td>
</tr>
<tr>
<td>Biological Science [B], Physical Science [P], and Tier I Science [Q] Electives (GER) 4</td>
<td>10 or 11</td>
</tr>
<tr>
<td>Communication Skills Elective 5</td>
<td>3</td>
</tr>
<tr>
<td>Dec S 215 or Stat 212 5</td>
<td>3 or 4</td>
</tr>
<tr>
<td>Econ 102, 301, 320</td>
<td>9</td>
</tr>
<tr>
<td>Engl 101, 402 [W] (GER) 5</td>
<td>6</td>
</tr>
<tr>
<td>GenEd 110 and 111 [A] (GER)</td>
<td>6</td>
</tr>
<tr>
<td>Intercultural Studies Elective [I] (GER)</td>
<td>3</td>
</tr>
<tr>
<td>Math 201, 202 5</td>
<td>6</td>
</tr>
<tr>
<td>Mgt 301</td>
<td>3</td>
</tr>
<tr>
<td>Mktg 360</td>
<td>3</td>
</tr>
<tr>
<td>Social Sciences Elective [S] (GER) 3</td>
<td>3</td>
</tr>
<tr>
<td>SpCom 102, 235, 302 5</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>3-5</td>
</tr>
</tbody>
</table>

1Ag Ec 335 may be used to meet this requirement and the Ag Ec 335 or B Law 210 requirement.
2Students must pass two courses in agricultural economics designated as writing in the major [M].
3Must meet 9 hours General Education Requirement in Arts and Humanities and Social Science requirement with a minimum of 3 hours in each; Econ 102 meets a GER Social Science course requirement; a non-GER course in the Social Sciences may be used to meet this requirement with the approval of the adviser.
4Must meet GER distributional requirements between the Biological Sciences, Physical Sciences and Tier I Sciences.
5 Students must submit a writing portfolio to the WSU writing lab and pass a qualifying examination.
6 Must meet the Mathematics Proficiency [N] Tier I Requirements.

### Agricultural Economics

Requirements for the Bachelor of Science in Agricultural Economics - Agricultural Production and Resource Management Option changed.

#### Former Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acctg 230</td>
<td>3</td>
</tr>
<tr>
<td>Ag Electives, excluding Ag Ec (9 hours must be in one department)</td>
<td>18</td>
</tr>
<tr>
<td>Ag Ec 335 or B Law 210</td>
<td>3</td>
</tr>
<tr>
<td>Ag Ec 340, 350, 370</td>
<td>9</td>
</tr>
<tr>
<td>Ag Ec 400-level Electives</td>
<td>6</td>
</tr>
<tr>
<td>Ag Ec Electives</td>
<td>6</td>
</tr>
<tr>
<td>Arts and Humanities [H], Intercultural Studies [I] and Social Sciences [S] Electives (GER) (including 6 hours at 200 level or above)</td>
<td>9</td>
</tr>
<tr>
<td>Bio S and Ph S Electives (including 1 hour for lab credit)*</td>
<td>10</td>
</tr>
<tr>
<td>Communication Skill Elective</td>
<td>3</td>
</tr>
<tr>
<td>Dec S or Stat Elective</td>
<td>3</td>
</tr>
<tr>
<td>Econ 102, 103, 301; 320 or 340</td>
<td>12</td>
</tr>
<tr>
<td>Engl 101, 402 [W] (GER)</td>
<td>6</td>
</tr>
<tr>
<td>GenEd 110, 111 [A] (GER)</td>
<td>6</td>
</tr>
<tr>
<td>Math 107, 140, 171, 201, 202 or 220**</td>
<td>2-4</td>
</tr>
<tr>
<td>SpCom 102, 235, 302, or 324</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students must meet the 10 hours General Education Requirements with at least 3 hours in the Bio S and Ph S fields.

**Must meet the Mathematics Proficiency [N] (GER)

#### Current Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acctg 230</td>
<td>3</td>
</tr>
<tr>
<td>Ag Ec 201, 210, 340</td>
<td>9</td>
</tr>
<tr>
<td>Ag Ec 320, 335, 490, B Law 210</td>
<td>6</td>
</tr>
<tr>
<td>Ag Ec 430, 440, 450, 460 or 480</td>
<td>3</td>
</tr>
<tr>
<td>Ag Ec 400-level Elective</td>
<td>3</td>
</tr>
<tr>
<td>Agriculture Electives, excluding Ag Ec</td>
<td>9</td>
</tr>
<tr>
<td>Arts and Humanities [H], Intercultural Studies [I], Social Sciences Electives [S] (GER)</td>
<td>9</td>
</tr>
<tr>
<td>Arts and Humanities [H] or Social Sciences Electives [S] (GER)</td>
<td>3</td>
</tr>
<tr>
<td>Biological Sciences [B], Physical Sciences [P], and Tier I Sciences Electives (GER)</td>
<td>10 or 11</td>
</tr>
<tr>
<td>Communication Skills Elective</td>
<td>3</td>
</tr>
<tr>
<td>Econ 102, 301, 300-level Elective</td>
<td>9</td>
</tr>
<tr>
<td>Engl 101, 402 [W] (GER)</td>
<td>6</td>
</tr>
<tr>
<td>GenEd 110, 111 [A] (GER)</td>
<td>6</td>
</tr>
<tr>
<td>Math 107, 140, 171, 201, 202 or 220</td>
<td>3 or 4</td>
</tr>
<tr>
<td>SpCom 102, 235, 302, or 324 [C] (GER)</td>
<td>3</td>
</tr>
<tr>
<td>Specialty Area Electives</td>
<td>9</td>
</tr>
<tr>
<td>Stat 212</td>
<td>4</td>
</tr>
<tr>
<td>6 hours from Ag Ec 311, 350, 360, 370</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>15 or 16</td>
</tr>
</tbody>
</table>

*Students must pass two courses in agricultural economics designated as writing in the major [M].
2 Ag Ec 335 may be used to meet this requirement and the Ag Ec 335 or B Law 210 requirement.
3 Must meet 9 hours General Education Requirement in Arts and Humanities and Social Science requirement with a minimum of 3 hours in each. Econ 102 meets a GER Social Sciences requirement and non-GER course in the Social Sciences may be used to meet the requirement with the approval of the adviser.
4 Must meet GER distributional requirements between the Biological Sciences, Physical Sciences, and Tier I Sciences.
5 Students must submit a writing portfolio to the WSU writing lab and pass a qualifying examination.
6 Must meet the Mathematics Proficiency [N] Tier I requirements.

Agricultural Economics
Requirements for the Bachelor of Science in Agricultural Economics—Food and Resource Economics Management Option changed.

**Former Requirements**

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acctg 230, 231</td>
<td>6</td>
</tr>
<tr>
<td>Acctg or Cpt S 300-level Elective</td>
<td>3</td>
</tr>
<tr>
<td>Ag Ec 410, 411, or Cpt S or Stat Elective</td>
<td>2 or</td>
</tr>
<tr>
<td>Ag Electives, excluding Ag Ec</td>
<td>12</td>
</tr>
<tr>
<td>Arts and Humanities [H] and Social Sciences [S] Electives (3 hours at 200 level or above)</td>
<td>9</td>
</tr>
<tr>
<td>Bio S and Ph S Electives (including 1 hour credit for lab)*</td>
<td>10</td>
</tr>
<tr>
<td>Communication Skill Elective</td>
<td>3</td>
</tr>
<tr>
<td>Dec S 215, Stat 212, or 412 (Credit may be received for only one of these.)</td>
<td>3 or</td>
</tr>
<tr>
<td>Econ 102, 103, 301; 320 or 340</td>
<td>12</td>
</tr>
<tr>
<td>Engl 101, 402 [W] (GER)</td>
<td>6</td>
</tr>
<tr>
<td>GenEd 110, 111 [A] (GER)</td>
<td>6</td>
</tr>
<tr>
<td>Intercultural Studies Elective [I] (GER)</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 201, 202**</td>
<td>6</td>
</tr>
<tr>
<td>Mgt 301, Psych 306, or 307</td>
<td>3</td>
</tr>
<tr>
<td>SpCom 102, 235, 302, or 324</td>
<td>3</td>
</tr>
<tr>
<td>6 hours from Ag Ec 340, 350, 360; 3 hours from Ag Ec 440, 450, 460 that follow the 300-level choice; 3 hours from Ag Ec 410, 411, 430; 3 hours from 400 level; 6 hours from 300 level or above</td>
<td>21</td>
</tr>
</tbody>
</table>

* Must include at least 3 hours in the Bio S and Ph S fields.
** Must meet Mathematics Proficiency [N] (GER).

**Current Requirements**

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acctg 230, 231</td>
<td>6</td>
</tr>
<tr>
<td>Acctg, Fin, or other business Elective</td>
<td>3</td>
</tr>
<tr>
<td>Ag Ec 210; 410 or 411</td>
<td>6</td>
</tr>
<tr>
<td>Agriculture Electives, excluding Ag Ec</td>
<td>9</td>
</tr>
<tr>
<td>Arts and Humanities Elective [H] (GER)</td>
<td>3</td>
</tr>
<tr>
<td>Arts and Humanities [H] or Social Science Elective [S] (GER)</td>
<td>6</td>
</tr>
<tr>
<td>Biological Sciences [B], Physical Sciences, and Tier I Sciences Elective [P] (GER)</td>
<td>10 or 11</td>
</tr>
<tr>
<td>Communication Skills Elective</td>
<td>3</td>
</tr>
<tr>
<td>Econ 102; 301; 320, 340, or 401</td>
<td>9</td>
</tr>
<tr>
<td>Engl 101, 402 [W] (GER)</td>
<td>6</td>
</tr>
<tr>
<td>GenEd 110, 111 [A] (GER)</td>
<td>6</td>
</tr>
</tbody>
</table>
Intercultural Studies Elective [I] (GER) 1 3
Math 171 or 202; 201 or 220 4 6-8
Social Science [S] (GER) 3
SpCom 102, 235, 302, or 324 [C] (GER) 3 3
Stat 212 Elective [N] (GER) 4 4
9 hours from Ag Ec 201, 311, 340, 350, 360, 370 5 9
6 hours from Ag Ec 425, 430, 440, 450, 460, 480 5 6
6 hours from Ag Ec 320, 335, 420, 453, 490, B Law 210, ES/RP 335, NATRS 312 5 6
Electives 10-13

1Must meet 9 hours General Education Requirement in Arts and Humanities and Social Science requirement with a minimum of 3 hours in each. Econ 102 meets a GER Social Sciences requirement and non-GER course in the social sciences may be used to meet the requirement with the approval of the adviser.

2Must meet GER distributional requirements between the Biological Sciences, Physical Sciences, and Tier I Sciences.

3Students must submit a writing portfolio to the WSU writing lab and pass a qualifying examination.

4Must meet the Mathematics Proficiency [N] Tier I requirements.

5Students must pass two courses in agricultural economics designated as writing in the major [M].

Business
Requirements for Business Minor changed. 1-96
Mgt 101 added to list of electives.

Business
Requirements for the Bachelor of Arts in Business Administration - Law and Public Policy Option changed. 8-96


Cpt S 426  Mobile Computing 3 Prereq Cpt S 355. Hand-held portable computing software development; object-oriented, dynamic programming; persistent object stores, wireless communication. 1-97

E E 418  Numerical Solutions to Electromagnetic Problems 3 Prereq E E 351, knowledge of FORTRAN or extensive programming experience. Numerical solutions to electromagnetic problems, including moment method, finite element method, variational methods, finite difference method, finite difference time domain algorithm. Cooperative course taught by WSU, open to UI students (EE 433). 1-96

Econ 302  Intermediate Microeconomic Theory 3 Prereq Econ 101; Math 171 or 202. Calculus-based intermediate microeconomic theory for majors in economics and agricultural economics. Credit not granted for both Econ 301 and 302. 8-96
ES/RP 411 Limnology 3 Same as Zool 411. 1-96

Foreign Languages
Add German Area Studies Minor.

Requirements
The minor in German Area Studies requires 18 hours, at least 9 of which must be upper-division including Ger 312, 317, Hist 468; 9 credits from: Hist 448, 449, 450; Pol S 472 (in courses covering a broader geographical area than Germany, Austria and Switzerland, the student is expected to ask the professor for a German Area Studies topic for the semester project or term paper); a student paper on a German Area Studies-related topic (it may be a paper from one of the above courses) submitted to the German Area Studies faculty. (Also strongly recommended: Hist 102.)

Foreign Languages
Requirements for the Russian Area Studies Minor changed.

Previous Requirements
The minor in Russian Area Studies requires 20 hours, at least 8 of which must be upper-division. Russian option: Hist 462, Rus 101, 102, 315 required. Soviet option: Hist 463; Pol S 412 or Rus 317; Rus 101, 102 required. Both options require two additional courses from Hist 412, 465, Pol S 222, 333, 426, Rus 323. Electives may also include any course not required in the student’s option. Students choosing Pol S 412 or Rus 317 in the Soviet option may use the other course as an elective.

Current Requirements
The minor in Russian Area Studies requires 20 hours, at least 8 of which must be upper-division. Option 1: Russia through the 19th Century: Hist 462; Rus 101, 102, 315. Option 2: Russia in the 20th Century: Hist 463; Rus 101, 102, 317. Both options require two additional courses from: Econ 416, Hist 465, Pol S 102, 333, Rus 323. The required courses in the option not chosen may also serve as electives. Except for Rus 101 and 102, all courses are taught in English.

Pol S 428 Introduction to Political Psychology 3 Prereq Pol S 101 or Psych 105. Introduction to the ways in which psychological factors influence political phenomena. 1-96

RLS 342 Therapeutic Recreation in Psychiatric Settings 3 Prereq 10 hours of outside experience. Therapeutic recreation delivery in psychiatric settings, including long-term settings such as state hospitals, acute inpatient psychiatric settings, and community mental health centers; major psychiatric disorders, how to work as a part of an interdisciplinary team, and the viable role of recreation in the treatment process. Cooperative course taught by UI (Rec 342), open to WSU students. (a/y) 8-96
Under Econ 302 effective date is 1-96.

Motion carried.

9. [Moved from Discussion Item 2 to Action Item 9.]Recommendation from Academic Affairs Committee for “Undergraduate Major Change Bulletin #5” Exhibit F is as follows:

UNDERGRADUATE MAJOR CHANGE BULLETIN NO. 5 Fall 1995

The requirements and courses listed below reflect the Undergraduate Major Curricular Changes approved by the Catalog Subcommittee since approval of the last Undergraduate Major Change Bulletin. All new and changed courses are printed in their entirety. New and dropped courses are identified under the course prefix and number. Other changes are underlined. The column to the far right indicates the date each change becomes effective.

Apparel, Merchandising, and Textiles
Requirements for the Apparel, Merchandising, and Textiles Minor changed.

Current Requirements
Must complete 18 credits in AMID including AMT 215, 217; 318 or 418; ID 101.

New Requirements
Must complete 18 credits in the department including AMT 108, 215; 317 or 417; 318 or 418; 6 hours from: AMT 216, 218, 220, 314, 316, 317, 318, 320, 412, 413, 417, 418, 420, 498, ID 101. Students must earn C or better to transfer the credit for a required course.

Business Administration
Prerequisites added for students certified in a business major.

Students certified in a business major or in hotel administration must complete Econ 101, 102, Math 201, 202 (or 171, 172), two written communication [W] courses, all 200-level business
core courses before they may enroll in upper-division business and hotel and restaurant administration courses.¹

¹Students at the branch campuses may file a petition waiver to be concurrently enrolled at Washington State University taking upper-division courses and at a community college completing lower-division courses.

### New Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B Law 416</td>
<td>[M] Public International Law</td>
<td>3</td>
<td>B Law 210</td>
<td>Law governing states, intergovernmental organizations, and nongovernmental organizations (including multinational enterprises); human rights law; environmental law; and dispute settlement.</td>
</tr>
<tr>
<td>Cpt S 401</td>
<td>[S] Computers and Society</td>
<td>3</td>
<td>Cpt S 105, 150, 153, 203, 241, or 251; Phil 260 or Soc 101</td>
<td>Ethical and societal issues related to computers and computer networks; computers as enabling technology; computer crime, software theft, privacy, viruses, worms.</td>
</tr>
<tr>
<td>FSHN 201</td>
<td>Professional Dietetics</td>
<td>1</td>
<td></td>
<td>Structure, function and history of the American Dietetic Association, and educational requirements and roles of registered dietitian.</td>
</tr>
</tbody>
</table>

### Hotel and Restaurant Administration

8-96

Prerequisites added for all students certified in the hotel and restaurant administration major.

Students certified in a business major or in hotel administration must complete Econ 101, 102, Math 201, 202 (or 171, 172), two written communication [W] courses, all 200-level business core courses before they may enroll in upper-division business and hotel administration courses.¹

¹Students at the branch campuses may file a petition waiver to be concurrently enrolled at Washington State University taking upper-division courses and at a community college completing lower-division courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Bus 416</td>
<td>[M] Public International Law</td>
<td>3</td>
<td>Same as B Law 416</td>
<td>Same as B Law 416.</td>
</tr>
<tr>
<td>Kin 364</td>
<td>Fitness</td>
<td>3 (2-3)</td>
<td></td>
<td>Physiological, mechanical and health-related basis of fitness practices.</td>
</tr>
<tr>
<td>Mgt 350</td>
<td>Business Information Systems</td>
<td>3 (2-2)</td>
<td>Prreq Cpt S 105</td>
<td>Information systems foundations, development, applications, and management in business.</td>
</tr>
</tbody>
</table>
Micro 331 Microbial Ecology 3 Prereq Bio S 104; Chem 240 or c//. 1-96 new Discussion of microorganisms behavior in nature and microbial activities influence on ecological balance.

Writing in the Major Requirements
The following courses are approved for [M] status: 5-96
B Law 416
I Bus 416

General Education Requirements
The following course is approved for [S] Social Sciences status: 1-96
Cpt S 401

*** ***

Academic Affairs pulled Business Administration, Fren 104 and Hotel and Restaurant Administration off.

Motion carried.

Agenda Items (Discussion Items).

1. Recommendation from Graduate Studies Committee for “Professional Course Designation” (Exhibit L from 10/19/95 agenda PLEASE BRING TO THIS MEETING).—D. Sylvester

There was no discussion of this item.

2. [Moved to Action Item 9.]

3. Recommendation from Academic Affair Committee for a “BS in Environmental Science at WSU Vancouver” (Exhibit G).—J. Washburn

J. Washburn stated that Academic Affairs has requested a memo from the department chair stating that the certification and graduation requirements are the same as the Pullman campus. E. DePuit requested clarification on the Natural Resource option before the next meeting.

4. Recommendation from Academic Affairs Committee for a “BS in Biology at WSU Vancouver” (Exhibit H).—J. Washburn

J. Washburn stated that Academic Affairs has requested a memo from the department chair stating that the certification and graduation requirements are the same as the Pullman campus.
Constituents' Concerns.

M. Mitchell expressed concern about a new round of cutbacks in the library resources. In Owen Science Library $490,000 in resources is going to be cut and only $10,000 at Holland. Mitchell asked if the Senate could obtain an explanation for this. Hooks stated that he would try and get an explanation from Nancy Baker, Director of Libraries.

Adjournment.

The meeting was adjourned at 5:05 p.m.

Dorene Branson
Secretary Pro Tem